

Darwin Week 1 - Monday 23rd March to Friday 27th March 2020

Writing	Reading
<ul style="list-style-type: none"> • Please choose ONE guided writing stimulus from the pack; these are designed to give them something to write about, whether that is a story, a fact file or a memory of their own! Plan to write no less than 3 sentences and aim for up to 6 or more. They should: <ul style="list-style-type: none"> - Say each sentence aloud several times, and count out the words on their hand before they start. - Start their sentence with a capital letter (use capital letter mat) - Write each word, either carefully sounding it out (use sound mat) or remembering that it is a red word that they need to spell correctly (use red words) - Finish each sentence with a full stop. • Practise their spelling elephant; remember, this is both reading the words on sight and spelling them correctly in writing. • Find an interesting object in the house and write descriptive sentences about it! You could pretend it has come to life... 	<ul style="list-style-type: none"> • Read the first RWI book I sent home with you over three days – first time, read the green words and red words using their lollystick. Second time, repeat the above and then read the story. Third time, reread the entire story from the start for comprehension. Use the questions at the end to talk about the story. • Read stories and texts daily with them or hear them read, from a selection at home or from the library (if they remain open) • Go and listen to a story read aloud on the radio; the first one is 'The Rescue Party' by Nick Butterworth: https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-the-rescue-party/zkrdrj6 • Read Hansel and Gretel, or find it on Youtube. Talk about the characters – who is a kind character and who is a bad character?
Phonics	Maths
<p><i>This week, we will learn:</i> aw (claw, raw, lawn etc) ur (burn, turn, surf etc)</p> <p><i>This week, we will practise</i> ow (brown, cow etc)</p> <p>This is simplified 15-minute session that can be done daily, then repeated a second time. I've pasted the instructions below:</p> <ul style="list-style-type: none"> • Flashcard the Set 2 + 3 sounds we have learnt so far • Show the flashcard with the new digraph (aw or ur); tell them the sound and get them to repeat it, then tell them the rhyme 	<p>We are currently working on addition. These activities can be done over the week, preferably in order:</p> <ul style="list-style-type: none"> • Count to 20, jumping, clicking or clapping on each number. Challenge them to count backwards from 20 as well, to prepare them for subtraction. • Show number flashcards from 11-20 to see if they can recognise and count specific amounts. Do the same with an addition sign and an equals sign – do they know what they are and when we use them? • Practise writing numerals 1-20 – as ever, writing can be using their fingers in steam or malleable materials (sand, salt...), or it can be written using pen and paper. Check they are the right way round!

<p>on the back and repeat it back, several times.</p> <ul style="list-style-type: none"> • Reading – ask them to read the words on the back of the flashcard by sounding out and blending, making sure they point out the new digraph first. • Writing – choose 4-5 of the words; say one clearly several times. Ask your child to try and segment it, counting the amount of sounds on their fingers; c-l-aw would be three sounds, for example, whereas b-r-ow-n would be four. Once they have segmented it aloud, they write down the word. Repeat for the rest of the words. <p>IDEALLY, THIS IS A SESSION THAT WOULD BE CARRIED OUT DAILY. WE LEARN THE NEW SOUNDS OVER TWO DAYS (REPEATING THE SESSION) AND REVISE ONE SOUND ON THE FIFTH DAY</p>	<ul style="list-style-type: none"> • Make two groups of objects* and work out how much they make ‘altogether’ (model this word); encourage your child to write the number sentence using the + and = sign, and repeat with different amounts. • Give your child a list of simple addition questions - consider going no higher than adding up to 10 if they are not feeling confident, and all the way up to 25 if they want a challenge – and this time, encourage them to put the first number in their head and count on using their fingers to find the answer! If they are not ready for this, allow them to use objects to find the answer independently. <p>*Items/objects can be almost anything. In class, we use pebbles, pine cones, beads, buttons, counters, mini-figures, blocks, pegs, fingers, leaves, fruit, bottles and so on...the list is endless. Therefore, use anything you have to hand!</p>
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Learning Project

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

- **Look at a selection of family photographs and discuss the changes over time:**
Show your child a photograph of them as a baby, a 1 year old, a 2 year old. What could they do at that age? What can they do now that they couldn't do then? Look at a picture of a family member as a baby (this could be parents, siblings). Discuss how everyone was a baby once. Are there any black and white photographs? Why are these photographs black and white? Do they show older family members when they were younger? Talk about how life was different then.
- **Draw a family tree**
How does your family link together? Can your child draw out their family members and link them together using lines?
- **Do a picture survey of the people in your house**
How many family members have blonde/ brown/ black/ red hair? Can you record this with pictures? How many people have blue/ brown/ green eyes?
- **Have a family picnic**
Lay out a blanket in the living room or garden. Can children make sure everyone has a plate, fork, spoon, cup? How many do we need all together? Give your child a selection of food and ask them to share it fairly between everyone. If there is one left over what could we do?